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Concerning Stanford

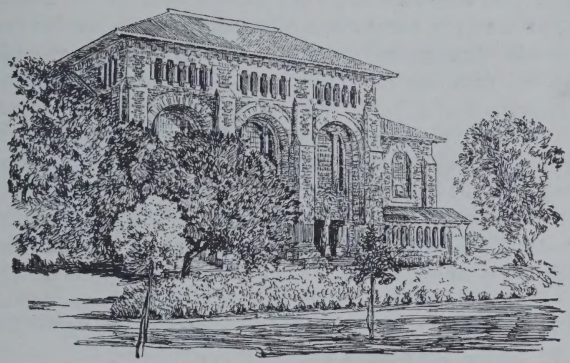
Published monthly by Stanford University, at Stanford University, California. Entered as second-class matter at the postoffice at Stanford University, California. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized November 15, 1924.

THE LIBRARY OF THE

Vol. I. No. 3

APR 18 1925
UNIVERSITY OF ILLINOIS

Campus a Favored Spot For Summer Study



Stanford University, California,
December, 1924.

BEFORE all the trunks and treasures of departing seniors are taken from the campus there is an influx of new arrivals at Stanford, for on the day following our annual commencement in June students register for the summer quarter. There is constant academic activity at Stanford, except during the month of September—time for a general overhauling of the University plant and equipment. The maximum of public service is thus rendered, as the doors of the University are open to students practically the entire year. The advantages of such a program are obvious. It is the most economical arrangement, for the build-

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ings and equipment are kept in constant use. The work is so planned that any three quarters constitute an academic year; that is, the student who wishes to hasten his education may continue through approximately forty-five weeks of the year.

The summer quarter does not differ from the others, except that emphasis is placed on the work of certain departments in order to meet the special needs of those in attendance. Upperclassmen and graduate students are in the majority, but there are many undergraduates who take advantage of the opportunity to continue their work through the summer. This year students registered from thirty-eight states besides California, as well as from Hawaii, the Philippine Islands, and Alaska; and seven foreign countries were represented.

An important group in summer is composed of graduate students, among them many teachers who devote their vacation time to work for advanced degrees or special study for their profession. It is not surprising, then, that emphasis is placed on the work of the Department of Education, or that the enrollment of graduate students for the work is large. Schools throughout the state benefit by the special training which Stanford provides for teachers in the summer, and superintendents and principals of schools from all over the West, and some from east of the Mississippi River, come here for work in school administration and related work. Some of the interesting courses given during the summer of 1924 were: 'Citizenship and Education," "Vocational Guidance," "Modern Methods in High School Teaching," "High School Administration," "The Principal and His School," "Public School Administration," "Graphic Methods of Presenting Facts," "Statistical Theory," and "Administrative Problems." The Department of Psychology offered much related work in "Mental Testing," "Educational Psychology," and other course and laboratory work.

The Law School continues its courses during the summer months upon the same basis as the rest of the academic year. Provision is made for students who are just beginning the professional study of law, as well as for advanced students.

In English and in History there is a choice of courses, dealing with various periods and fields of study.

In addition to work offered in classical languages and literature, intermediate and advanced courses are given in four modern languages—German, French, Spanish, and Slavic. These departments also offer a number of advanced and graduate courses in literature and philology.

An interesting curriculum is offered in economics, political science, philosophy, and mathematics; or if the student is interested in the sciences he will find courses here in anatomy, botany, chemistry, entomology, geology, physics, psychology, and zoölogy. This work is not all carried on, however, on the Stanford campus. Most of the summer

courses in botany, and part of those in entomology and zoölogy, are offered at Hopkins Marine Station, the marine biological laboratory of the University in Pacific Grove. Visiting investigators from various institutions come to the Station each summer, and important work is done toward the solution of biological problems on the Pacific Coast.

The principal work of the Department of Geology is conducted in the field, detailed work being carried on under the close supervision of instructors. This year the first six weeks were devoted to mapping the geology of an area about forty miles long and ten miles wide, near the town of San Benito. This is a region of complex geology along the San Andreas fault, and the system of fault blocks could only be worked out after every gully had been traversed and every key bed followed out. The stratigraphic column of this region was pieced together from the various faulted blocks. It includes several members of each major geologic division recognized in California.

The second part of the course included a detailed instrumental survey of the topography and the geology of a much smaller area, and each party of two students completed a plane table map of an area one mile square. This work teaches detailed methods applicable to mapping the geology of a mine or an oil field.

The Summer Quarter offers certain peculiar advantages in addition to those of the regular academic year. We are so favored by climatic conditions that there is never oppressive heat to interfere with work. Many of the distractions of other quarters do not exist, and yet the best features of University life are retained. The Tuesday evening lectures are continued throughout the summer, with many distinguished speakers on the program. General University assemblies are also held at frequent intervals.

It is the policy of Stanford to strengthen the faculty of the Summer Quarter by the addition of visiting professors from other institutions throughout the country, some of them specialists in fields which are not regularly covered at the University. Their courses greatly enrich our curriculum. For the summer of 1925 leading scholars from a number of institutions have been invited to lecture at Stanford.

The Theater Workshop class of the Department of English undertakes the entire production of a series of plays during the Summer Quarter. This is invaluable training for those who expect to direct plays in schools or communities, for not only are the roles assumed by students, but they are given experience also in stage management, design, building, painting, and lighting. In addition to the training to be had in this course, the productions afford pleasure for the entire University community. For the summer series of 1924, "The Dover Road," and "Ice Bound," the Pulitzer prize play of 1922, were selected for production in the Stanford Assembly Hall, and were both enthusiastically

received. The most ambitious production of the season was a very successful outdoor performance of the classical Greek tragedy, "Oedipus Rex." Stanford has as yet no Greek Theater, but the façade of the Memorial Museum provided an appropriate background for the play.

Although there is at present no school of music at Stanford, students have frequent opportunities of hearing the best in musical art. In the Memorial Church is one of the finest organs in America, and throughout the summer the University organist gives three concerts weekly which are open to the public. An outstanding feature of the musical summer program this year was an open-air concert given one July evening in the beautiful courtyard of the Stanford Union. A group of leading local musicians gave a delightful program of vocal and instrumental numbers. The increasing number of outdoor entertainments emphasizes the need at Stanford for an open-air theater. The life of the University community would be greatly enriched by such a gift.

Short services, which are non-denominational, are held each Sunday morning in the Memorial Church. The sermons are by prominent visiting preachers, among whom this summer have been Dr. Charles R. Brown, of Yale Divinity School; Rev. Albert Joseph McCartney, of Kenwood Church, Chicago; the Rev. Sydney Snow, of Montreal.

There are many opportunities for outdoor recreation during the summer. The climate is cool and delightful; the days are clear and bright, and free from rain. The near-by foothills are most inviting for picnics and hikes. On the campus, tennis courts and outdoor swimming pools for men and for women are in popular demand. Under the auspices of the University, excursions by motor are organized for week-end trips to the Lick Observatory on Mt. Hamilton, to the Big Basin, Carmel, and other interesting spots. The short distance to San Francisco makes it easy to enjoy frequent trips to that delightful city.

The Stanford Union, with its restaurant, cafeteria, and pleasant clubrooms, is open throughout the quarter; and the dormitories for men and for women are adequate for the summer attendance. Informal receptions by members of the faculty provide opportunities for the students to meet one another and to come in contact with their instructors outside of the classrooms. From time to time informal dances brighten the calendar for the younger groups.

Offering a delightful life, with so many unusual advantages, it is not surprising that the Summer Quarter at Stanford steadily grows in popularity, not only with Californians but with students from other states. About January 1st the University will announce the courses and personnel of the faculty for the Summer Quarter of 1925.

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Vol. I No. 4

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The Food Research Institute

Stanford University, California,
January, 1925

OUR national experience in the world war brought home to us the great importance of the scientific study of food production and distribution, nutrition and dietetics. Herbert Hoover, '95, who was Food Administrator during the national emergency, pointed out the importance of scientific investigation of significant food problems, and proposed the establishment of the Institute. It was founded in 1921 by the Carnegie Corporation of New York and the trustees of Stanford University. The Carnegie Corporation guarantees stated funds for the work for a period of ten years, while Stanford provides the necessary quarters. The Institute is housed in Rooms 30 to 35 in the inner quadrangle, the building which was long the home of the German Depart-

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ment. Experimental research work is carried on in the chemical and botanical laboratories.

It was determined by the directors to emphasize the economic phases of food problems, though without disregarding the scientific aspects of food production and consumption. It was felt that there was a special need for intelligent, concentrated study of these phases by an organization which was subject to no political or business influence, which can attack its problems patiently and without bias, and which can afford to speak freely on controversial matters. The objective is to lay a foundation for the determination of sound national policies with respect to food.

WHEAT. The directors determined not to deal with food problems in general, but to concentrate first upon one important food product. The dominant factor in the world food situation, wheat, was selected for initial study. It was believed that wheat presented somewhat simpler and more tangible problems than most other food products, and would thus serve best in evolving the methods and technique which could be used in the study of other foodstuffs. The objective of the institution in this direction is a thorough understanding of the wheat, flour, and baking industries at home and abroad, and of the laws which govern the production and flow of wheat and wheat products. It is expected that the lessons learned in the course of these studies will make the attack upon other commodities simpler, surer, and less time-consuming, and will lead to fundamental generalizations. Most of the Institute's researches at present are therefore more or less closely related to wheat.

MANY PHASES OF THE INVESTIGATION. They include, however, such diverse phases as methods of crop estimating and reporting, the determination of farm production costs, the forces determining wheat prices, the international movement of wheat, and the economic problems of the baking industry. Instead of sending field workers about the country, the directors determined to utilize the information already being collected, and to encourage the compilation of additional data by organizations in a position to do such work economically. Relations have accordingly been established with agricultural colleges, industrial research organizations, certain trade associations, and particularly with governmental departments, notably those of Agriculture and Commerce. The Institute thus secures much unpublished material and stimulates the making of special studies by other organizations. Partly as a result of suggestions from the Institute, the Census Bureau makes a monthly census of flour-milling operations and is undertaking to prepare a special report of the baking industry in the 1925 census. Suggestions made by the Institute in the fall of 1920, for improving methods of analyzing farm cost data, have become largely incorporated in current practice.

The principal experimental investigation at the present time is designed to establish a basis, more rational than that now existing, for the grading of wheat and flour. Specific problems include the factors

determining the quality of gluten in wheats, the properties of the starches of different wheats, the viscosimetry of wheat starches, and the mechanism responsible for accelerating or delaying the growing stale of bread.

These initial studies bring out very clearly the character of service rendered by the Food Research Institute. Every American family will directly benefit by the production of better bread, and by economies resulting from a better understanding of the production and distribution of all wheat products.

The Institute seeks to reach interested readers through existing publications, including popular magazines, scientific periodicals, trade journals, and the like, and also publishes independent studies where it seems advisable. The first of a series of miscellaneous articles was a pamphlet on "Stale Bread Loss as a Problem of the Baking Industry." The Institute is now issuing a serial publication, WHEAT STUDIES, presenting the main results of its concentrated study of wheat. The first number, comprising a review of the world wheat situation in the crop year 1923–24, was printed in December at the University Press. The central feature of the series will be a survey of the world wheat situation, appearing three or four times a year. Special topics to be presented in other early issues include a background study of wheat as a world food product, and the dispensability of a wheat surplus in the United States.

The influence of research upon public policy and business practice depends in considerable measure upon the manner in which the results of research work are brought to the attention of those concerned. The Institute has therefore undertaken the careful formulation of an adequate publication policy, with reference to the preparation of manuscripts for particular groups of readers, the form of publication, and the distribution of the resulting books or pamphlets. The Institute maintains a mailing list of persons likely to be interested in its productions, and notifies these of publications available for distribution, including reprints of articles originating in the Institute. It will welcome additions to this mailng list from Stanford alumni and friends.

PUBLIC SERVICE ACTIVITIES. The Institute has considered it as part of its function to respond to requests for aid, counsel and enlightenment on matters falling within the field of the Institute or the special competence of its individual members. The directors, in particular, are in demand as speakers before chambers of commerce, agricultural organizations, bakers' associations, scientific, economic, and statistical societies, and other groups both within and outside academic circles. The Institute has responded to requests from federal officials for advice with respect to national agricultural policies.

THE THREE DIRECTORS OF THE INSTITUTE. In addition to serving on the editorial and advisory staffs of various scientific publications, Dr. Carl L. Alsberg, one of the directors, represents the American

Chemical Society on the National Research Council; he is one of an international committee to investigate the preservation of food products by chemical substances; and during July and August, 1924, at the request of the Pan-Pacific Union, he attended the first Food Conservation Conference in Honolulu to make an address and to participate in the discussion.

Dr. Joseph S. Davis, also a director, is a member representing the American Economic Association on the newly established Social Science Research Council, a body of twelve members organized to promote research in political science, economics, sociology, and related fields. Because of the importance of Europe in the world food situation, Doctor Davis has continued his work as contributing editor of the Harvard Economic Service, and his studies of the economic and financial developments in Europe, prepared at the Institute, prove distinctly valuable in connection with the Institute's main researches. He served as an economic adviser of the American members of the Dawes Committee from January to April, 1924.

Dr. Alonzo E. Taylor, the third director, has served for more than two years as a member of the special committee in the Department of Commerce created by an act of Congress to study the export of agricultural commodities. He presented the paper on the World Wheat Position which formed the background of the first meeting of the National Wheat Council in June, 1923. Doctor Taylor has also made important surveys of post-war conditions abroad.

The directors offer occasional courses for undergraduate or graduate students, in the departments of Chemistry and Economics, and guide the researches of certain graduate students registered in these departments. The Institute is virtually a research department, on a par with teaching departments.

STANFORD NEEDS FUNDS FOR RESEARCH IN OTHER FIELDS. Fundamental research work of the character undertaken by this Institute is difficult, tedious and expensive. It is not showy, and its indirect value is often more important than its obvious products.

Stanford University is thus participating actively in a movement, now spreading, to organize within the universities departments primarily for investigation. The University has no funds for developing this important function. The Carnegie Corporation has shown its faith in Stanford by providing the sum necessary to carry on the work of the Food Research Institute. When contributions are made to support scientific investigations in other fields, Stanford can go on making discoveries and formulating principles which will be of national and even international value.

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Vol. I No. 5

Student Self-Support

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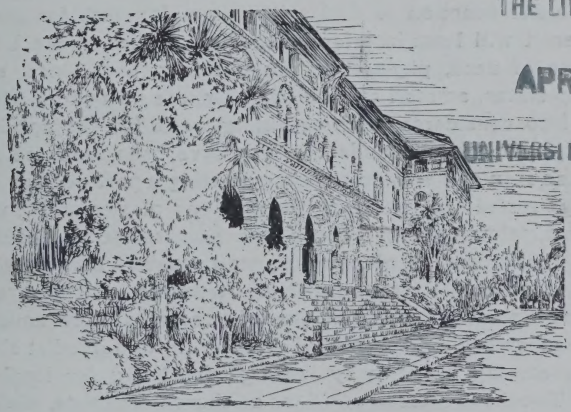

Stanford University, California,
February, 1925

THE applicant for admission to Stanford University is asked no questions concerning his finances, for it is believed that no properly prepared student who is in good health and who has no dependents need hesitate to undertake a university course because of lack of means. It is not until he has met the necessary requirements and arrives on the campus for registration that the University asks these questions: "Do you expect to earn any of your college expenses?" "Do you expect to earn all of your college expenses?" "If not all, what percentage do you expect to earn?" "Do you want assistance in finding part-time work?"

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During the past quarter at Stanford University 49.2 per cent of all men and women enrolled, or 1,453 students, were either partially or entirely self-supporting. The majority of these students earned from one-half to all of their expenses. The percentages of course vary from quarter to quarter, but a statistical study made in the Stanford University Appointment Office shows that the average continues to be about 50 per cent.

APPOINTMENT SECRETARY FITS MAN TO JOB

Most of these men and women find their positions through the Stanford University Appointment Secretary, who is located in the Administration Building and is a member of the President's executive staff. It is her function to find suitable employment for students at times when it will least interfere with their studies at the University. The degree of need, physical fitness, training, experience, character, scholarship status, amount of time available, are all factors which must be taken into consideration in obtaining work for the applicant. At least thirty-four distinct kinds of work have been obtained this year for Stanford men and women who are meeting a part of their expenses by widely varied occupations, working as playground instructors, bookkeepers, children's caretakers, chauffeurs, clerks, cooks, dishwashers, draftsmen, gardeners, house-cleaners, carpenters, house painters, seamstresses, stenographers, teachers, translators, tutors, typists, and waiters. Sometimes the jobs are of a more unusual character. One man has been appointed minister for a Methodist church and another is earning his way by writing advertising for local "movie" theaters. Two have secured positions as church organists, while several other men are rising before daylight to make early milk deliveries.

There are also many students who work in exchange for their room and board, assisting with housework, taking charge of furnaces, or acting as gardeners. When working in positions of this kind, board is considered equivalent to $30.00 a month, and a room as equivalent to $10.00 a month. Those who are working for cash ordinarily receive 50c an hour, except those who are specially skilled; the latter frequently make 60c to 75c an hour, and tutors customarily get $1.50 an hour. Rooms are worth five hours of work a week, and room and board in exchange for general assistance are worth twenty-one hours of work a week.

Many of the self-supporting students earn a large proportion of the funds necessary for their expenses by working full time during the Christmas, Easter, and summer vacations. The men of the University earned during the past year in this type of employment $31,979.33. The appointment office attempts to obtain for these stu-

dents, as far as possible, work that will prove valuable as experience in the vocations for which they are preparing themselves. For instance, last summer medical students were placed as hospital attendants, accounting students as bookkeepers, physical education specialists as playground workers, engineers as draftsmen and surveyors, and economics students as salesmen.

SELF-SUPPORT NO SOCIAL HANDICAP, BUT CALLS FOR SACRIFICE

Self-supporting students at Stanford have always been welcomed, both by the faculty and by other students. They are regarded as valuable assets because of their high ideals, earnestness of purpose, and the splendid example they set for their fellows. The fact that they are self-supporting is, at Stanford, no handicap, unless one feels that it is a handicap to be forced to weigh the value of recreation, and to decide whether outside work, study, or play is the most important thing to be done at the moment. It is, however, often a serious menace to the health of the young men and women to be entirely dependent upon their own resources while taking a full university course. Their ambition often leads them to attempt too much. This is particularly true in the case of entering students, who, entirely unaccustomed to the university regime, do not know how to plan their day. This often leads to disastrous results, either a breakdown in health, or failure to meet the scholarship requirements during the period of adjustment. It requires the development of judgment as well as a good mind, a strong body, and plenty of initiative, to carry one through the first months on the campus when it is necessary for a man to earn his own way.

It is for this reason that the University has inserted in the information bulletin: "Students who are contemplating earning their own expenses at the University should not register for a heavy course, nor attempt to engage in more than one student activity, particularly during their first quarter at the University. (Self-supporting students whose scholarship is high are given preference in awarding scholarships.) While working one's way is an education in itself, there are many valuable features of college life that must be foregone if one is earning a living. Students who have the necessary means will do well to devote any energy not needed in their studies to various extracurricular activities rather than to earning their own expenses.

"The student is not advised to enter the University without a reserve fund to provide for immediate needs or unexpected contingencies. This fund ought ordinarily to amount to at least $200; it is preferable for new students to have a larger sum. The student needs

time to get acquainted, to become adjusted to university methods and requirements, to systematize his university work, to learn about the various opportunities for earning money, and to discover how much time he can afford to self-support, keeping in good health and still making study his main object. In general, the student should not undertake to earn a larger proportion of his expenses than is absolutely necessary; his working time is too valuable for this and should be devoted to his studies to the largest extent possible. It is recommended that no new student plan to devote more than four hours a day to earning his expenses."

SCHOLARSHIPS AND LOAN FUNDS GREATLY NEEDED

To help these men and women who must make their own way through college, Stanford University needs a considerable number of scholarships, ranging from $200 to $500 a year. Fellowships of from $500 to $750 would also give many promising graduate students an opportunity to continue their work here. These scholarships or fellowships may bear the name of the donor, and can best be administered by the University when a capital sum is given, with the understanding that the income is to be used for the purpose indicated. The greatest good can be done with gifts where the income can be used in almost any way in the discretion of the proper University authorities for the benefit of worthy students.

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Vol. I No. 6

Arboretum Unique Feature of Campus

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Stanford University, California,
March, 1925

IT IS axiomatic that a man, a business corporation, or an institution should develop the particular lines for which his facilities and environment are especially adapted. Stanford is located in one of the famous garden spots of the world. It possesses many acres of beautiful rolling hills and fertile fields. It is situated in the suburbs of a great metropolis. No institution in America or perhaps in the world has such ideal conditions for the development of a world-famed Arboretum or botanical garden. Probably nowhere can a region be found where a wider variety of plants can be successfully grown out of doors than in California. The

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comparatively dry climate permits the growth of plants from arid regions, irrigation those from humid regions; and the mild winters and comparatively cool summers permit the growth of cool temperate, warm temperate, subtropical, and even of many tropical plants.

PLANTS FROM ALL PARTS OF THE WORLD ARE GROWING AT STANFORD

There are growing on the University grounds at the present time plants from such extreme geographical regions as Alaska, Canada, New England, Rocky Mountains, Mississippi Valley, Gulf States, Texas, Arizona, Mexico, West Indies, Central America, Ecuador, Brazil and Chili, in the New World; and from Norway, England, France, Spain, Austria, Italy, Canary Islands, Sicily, Greece, Syria, the Caucasus, the Himalayas, China, Japan, Algiers, the Sahara, South Africa, Australia, New Zealand, New Caledonia, and Tasmania, in the Old World. Contrast the unlimited possibilities this list suggests with conditions in New England, where is located the only real Arboretum in America. Doctor Sargent, the director of the Arnold Arboretum of Harvard University, reports that they are able to grow out of doors only those species native to the cool temperate regions of the northern hemisphere. Not a single species from the southern hemisphere, not even from the high Andes, will survive the rigors of the New England winters.

The conifers offer an illustration of the possibilities of an Arboretum collection. California has more native conifers than any other similar area. Here can be grown nearly if not all existing species. The bringing together for critical comparative studies a complete or nearly complete collection of living specimens of the world's conifers would, in itself, be of inestimable value to science, to landscape gardening and to forestry.

AN ARBORETUM IS A SCIENTIFIC INSTITUTION OF SERVICE

But an Arboretum is something more than a mere collection of plants. It is a scientific institution, manned with scientifically trained men, and equipped with laboratories, herbaria and libraries, whose primary purpose should be to further the fundamental scientific knowledge of plants. Such an institution, developed along broad scientific lines, can serve mankind in many ways. The plantings should form beautiful parks, illustrating the fundamentals of landscape engineering, an art too little appreciated in this comparatively new and developing country. In

its trial gardens it should carry on acclimatization experiments with plants from all parts of the world, and breed and test out new varieties of ornamental and economic plants. In its laboratories it should carry on experiments and investigations to further the scientific knowledge of plants. In short, it should seek to further the knowledge of plants from every angle. And when we grasp the full significance of the fact that plants not only give us beautiful settings for our homes, but also are the ultimate source of nearly all food, fuel, raiment and shelter, we begin to see the possibilities of such an institution for service.

England, long ago, saw the usefulness of furthering the knowledge of plants. Kew Gardens is one of the beauty spots of that country, and who has not, at least in spirit, been at "Kew in lilac time"? But Kew is more than a beautiful park. It is a scientific institution, and has contributed perhaps more than any other organization to the scientific knowledge of plants. It has had a profound influence upon the development of an intelligent appreciation of gardens. It has carried on extensive acclimatization experiments for England. And it has developed and trained men who may be found throughout her colonies.

AN IDEAL SETTING FOR AN ARBORETUM

On the San Francisco Peninsula, within a few miles, are to be found many types of soils, and climates as widely different as those of southern Spain and the British Isles—an ideal setting for an Arboretum or Botanical Garden. The laboratories, libraries and experimental grounds would be on the Stanford campus. The permanent plantings would form a series of beautiful parks along San Francisquito Creek and on the adjoining hills to Searsville Lake, here perhaps to join other parks about Crystal Lakes and along the Skyline Boulevard to the Coast. With such perfect natural conditions available, the world's most famous botanical gardens await only the necessary funds for development to become a reality. Stanford would welcome the opportunity to help develop such an institution on the Peninsula.

No institution in America or perhaps in the world has such ideal conditions for the development of a world-famed Arboretum or Botanical Garden.

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Vol. I No. 7

Important Phases of Student Life in Health and Recreation Program

Stanford University, California,
April, 1925

IN the maintenance of good health there are two essentials—first, a body that is organically sound; second, an environment that is hygienic. At the time of the World War, five million men in the United States were examined for the army, and twenty-five per cent, or a little more than one man in five, were found to be unfit for military service. Comparison of the findings of our physical examinations at Stanford with the carefully tabulated results of the army tests show that the men as they come to us are well above the average of the

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general population. Although height and weight are not definite indications of health, it is interesting that our students average over one inch more in height and over three pounds more in weight than the men examined for the draft. It is evident that the men at Stanford represent a selected group physically as well as intellectually.

STUDENT AVERAGE SERIOUS ILLNESS FOR ACADEMIC YEAR ONLY SIX-TENTHS OF A DAY

A study of the time lost from classes on account of illness indicates that the environment—the second essential of good health—is almost ideal. Each man loses on an average less than one day a quarter, and the time lost in the hospital for more serious illnesses is only an average of six-tenths of a day per man for the whole academic year.

Because the army is made up of physically sound young men another comparison may be of interest. At a certain army post in California the annual hospital admission rate is 500 per thousand men at that post. Our admission rate is only 208. Stanford is made up of healthy individuals living in a healthy community.

The opportunities for physical recreation probably play a large part in producing these results. There are about 100 acres of open country available for athletic purposes. The tennis courts, athletic fields, outdoor swimming pool, and gymnasium offer unlimited opportunity for diversified sport the year round. Interest in sport and exercise rather than compulsion and formal work is the force that leads four out of five of our men to use the athletic plant. Health and recreation are developed together to keep the student physically and mentally fit for his academic work. The student health program, the athletic activities, and the physical education work at Stanford are so closely correlated as to be practically within one department. This means that the same purposes and the same ideals are followed in the administration of these three important phases of student life.

FIRST DUTY OF HEALTH SERVICE IS PREVENTION

The health service is largely in the nature of preventive medicine. On entrance students are given a complete and thorough physical examination. Specialists in the various branches of medicine and surgery help with the conduct of these examinations. Men are informed of conditions that need correction and are advised as to their physical fitness for athletics. For example, about sixteen per cent of the men entering each year have defective vision of which they are ignorant, and these men are saved from eye strain and its attendant troubles by being informed of the necessity for glasses. Heart trouble has been found in less than one per cent of the men examined, but the regulation of physical activities for these men is obviously a matter of vital importance. Another important phase of these examinations is the follow-up work, so that defects when discovered are guarded and controlled throughout the man's stay at college.

SPONTANEOUS INTEREST IN SPORTS OF LASTING VALUE

The man who keeps up in some activity which he can regulate to satisfy his physical needs and the time he has available is the one who gets the lasting advantage. It is our aim at Stanford to interest every student in some sport to which he may devote one or two hours a day, in order to attain the physical endurance necessary for a successful part in modern life. The proof that this program is being carried out successfully is found in the fact that ninety per cent of the men at Stanford engage in some sport or physical activity. In organized athletics we foster and promote general participation, so that there is no varsity sport that is not a big brother to the same activity in intramural competition. In the required physical education classes men are allowed to choose any form of sport or activity. The coaches and directors feel that their mission is to direct and help the men in

their play. Their work is to guide and to stimulate a spontaneous interest in sports and not to get results by labored effort.

SUMMER SCHOOL OF PHYSICAL EDUCATION AND ATHLETIC COACHING WILL SPREAD STANFORD IDEAS

In the past our gymnasium and athletic fields have been practically unused during the summer months. Only the tennis courts and swimming pool have attracted the students in residence here. This summer it is planned to teach what we have been practicing. A School of Physical Education and Athletic Coaching is to be inaugurated. Most of the members of the regular staff, with two visiting lecturers, will give courses of instruction to men engaged in similar work at other colleges and schools. It is hoped that those who enroll for this summer course will carry back to their own institutions some of the Stanford ideas on health and recreation, and that members of our own staff will, by contact with these visitors, gain constructive ideas for their own work during the regular session.

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Concerning Stanford

Vol. I Stanford University, California, May, 1925 No. 8

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Looking Ahead for the Law School

THE report of the Carnegie Foundation for 1924 lists 160 degree-conferring law schools in the United States, enrolling 38,000 students. In point of numbers this seems to be a sufficiently large group of schools and of students to keep the profession manned. The great need is for better law schools and better lawyers. In the training of better lawyers two important elements are involved. First of all, a thorough technical training in correct legal thinking and analysis, to the end of properly applying these principles to varying states of fact; and to the end, also, of furnishing the materials for sound criticism of existing law. Such technical training should also include the study of legal theory and comparative law as a basis for possible improvement in the body of existing law.

A second factor, equally important with the first, is an understanding of the relationship of law to life. The lawyer who is to lead cannot deal solely in abstractions. He must know the political, economic, and social factors with reference to which law operates. He, of all persons, must be a man of sound and liberal education; hence the law student should have thorough training in the social sciences as a foundation for his professional study. The necessity for this is nowhere more clearly recognized than among the present leaders of

Published monthly by Stanford University, at Stanford University, California. Entered as second-class matter at the postoffice at Stanford University, California, at special rate of postage provided for in Section 1103, Act of Oct. 3, 1917, authorized Nov. 15, 1924.

Address all communications to: Editor, "Concerning Stanford," Box 27, Stanford University, California

the Bar. Resolutions were adopted in 1921 by an immense majority of the American Bar Association which were in part as follows:

The American Bar Association is of the opinion that every candidate for admission to the Bar should give evidence of graduation from a law school complying with the following standards:

(a) It shall require as a condition of admission at least two years of study in a college.

(b) It shall require its students to pursue a course of three years' duration if they devote substantially all of their working time to their studies, and a longer course, equivalent in the number of working hours, if they devote only part of their working time to their studies.

(c) It shall provide an adequate library available for the use of the students.

(d) It shall have among its teachers a sufficient number giving their entire time to the school to insure actual personal acquaintance and influence with the whole student body.

These recommendations were urged as the minimum requirement for admission to the Bar. They are proposed as the requirement for the rank and file of lawyers, not for those seeking a form of training specially adapted to fit them for leadership. By these recommendations the total period of study is fixed at five years, including two years of academic collegiate work and three years of professional law study in a law school. The progress of legal education may be indicated by the fact that in 1890 no law school in the United States had as high a requirement for its degree. In 1900 but two law schools required a combined academic and legal course of five years, while in 1924, 46 schools with nearly 10,000 students made such a requirement.

STANFORD LAW SCHOOL UNIQUE IN THE WEST

The Board of Trustees of Stanford University, on the recommendation of the Law School Faculty, by resolution passed June 27, 1924, provided that an A.B. degree should thereafter be required for admission to the professional curriculum in law. This requirement makes the Stanford Law School unique in the West; indeed, it is the only school west of Pennsylvania with such a requirement for admission. In

order that this venture in high standards may be successful, it is necessary that the School be more fully equipped to carry on its work in the most efficient manner.

The attendance at the Law School during the academic year 1924–25 has exceeded 300. At the present time it has a resident Faculty of nine men, devoting their entire time to the work of legal instruction. In addition it has the able assistance of three active practitioners who lecture upon special topics. Its curriculum is sufficiently broad to train students for the practice of law in any English-speaking jurisdiction. Instruction is carried on by the case method, admittedly the most thoroughgoing method of instruction known in the field of legal education.

The Law School occupies at present two buildings on the Inner Quadrangle. One of these contains three recitation rooms, seating 118, 40, and 28 students respectively. In spite of scholarship limitations upon admission and other restrictions, the number of students enrolled in first-year classes taxes the capacity of the largest room. Two courses, Introduction to the Study of Law, and Business Law, have for several years been held in recitation rooms allotted to other departments and situated at a considerable distance from the Law Building.

The second building contains the Library, reading room, and offices of the Faculty. Conditions here are more crowded than in the recitation rooms. We have now approximately 30,000 volumes. This is not a large collection as law libraries go, but it is a very usable one as there is little duplication and practically no waste material. Consequently it should be housed so that every book would be easily and quickly available both to students and to members of the Faculty. Under present conditions we are able to accommodate only 22,000 volumes in the building, while the remaining 8,000 are stored in the basement of the Administration Building, where it is impossible to make effective use of them. In order to get 22,000 volumes into the Library building, it has been necessary to utilize the larger part of stack space in the offices of members of the Faculty, whose work is frequently interfered

with by intrusions on the part of persons who are looking for books. It has also been necessary to build two-story stacks around the outside walls. These stacks are approximately sixteen feet in height, and the upper shelves can be reached only by means of portable ladders. Under such conditions it is impossible to shelve the books in any consistent and usable manner. Furthermore, these stacks are all made of wood and the interior partitions of the building are of ordinary wood lath and plaster with a false ceiling of the same construction. It is apparent that this very valuable Library is subject to a great fire hazard.

The reading room for students can accommodate at one time not more than 90 of the 300 enrolled. The Library is the law student's laboratory, and he should be urged to make the greatest possible use of it from the beginning of his law course. Under present conditions at Stanford the reading room will not accommodate more than the second- and third-year students. This means that the first-year men are not readily accommodated and therefore do not early catch the fine spirit of professional study that they ought to have.

ADEQUATE LAW BUILDING HAS BECOME NECESSITY

The old quarters are outgrown. To render the maximum of service an adequate building to properly house this important department of the University is a necessity. The site has been chosen and plans have been prepared for a suitable building to house the Stanford Law School and Law Library. It can be erected for $500,000, and seems to be the only solution of the difficulties the School is now facing.

The University is seeking to contribute to the development of law in this vast area of the West, where legal problems differ in many respects from those in the East. As Stanford is a privately endowed institution and cannot rely on state taxation, its resources are necessarily limited. We must look to gifts from alumni and friends of the institution to provide for her growing needs, and we are now seeking assistance to meet this most urgent need.

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Concerning Stanford

Vol. I Stanford University, California, June, 1925 No. 9

The Hoover War Library

> "... *An equally powerful motive with me for paying particular attention to this war is that the truth has not been adequately stated by those historians who are reputed to be the best authorities on it.*" —Polybius, I:14.

The Hoover War Library is an historical workshop—a part of the research equipment of Stanford University. The facilities it offers for historical research on the period of the World War and Reconstruction are duplicated nowhere in the world, and are paralleled only in the Paris *Musée de la Guerre*, which is now the property of the French Republic. The Library was founded in 1919 with funds provided by Herbert Hoover, '95. In five years, under the direction of Professor E. D. Adams of the Stanford History Department, it acquired over 125,000 items, half of which, being either unprinted or out of print, are irreplaceable. In 1924 Mr. Hoover gave the Library a permanent endowment, which is now administered by a body of directors under the chairmanship of Professor Adams. An estimate of the scope and value of the Library can best be given in a description of the various sections into which it has been organized for the benefit of research students.

GOVERNMENT DOCUMENTS

One part of the program of the Hoover War Library calls for the acquisition of all the important official documents of every nation of the world throughout the war period and the period of reconstruction following the war. Three-fourths of this material has already come to Stanford. The resulting collection includes not only documents which were made public,

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but also many official papers which were not intended for circulation outside of the government offices.

The value of this collection to Stanford is greatly enhanced by the presence, in the general Library of the University, of an unusually large number of pre-war official documents, 35,000 in all. The German series runs from 1870, the French from 1789, the Canadian from 1868, the American from the early days of the Republic, and the British from the middle of the eighteenth century. Moreover, many pre-war files of official statistical publications have been deposited with the General Library by the Food Research Institute, and certain important collections of pre-war state papers—those of Russia since 1649, of Finland since 1907, Bulgaria since 1892, and others—have been brought to Stanford by the Hoover War Library.

SOCIETY PUBLICATIONS

When men who find themselves drawn together by some current of thought or interest organize societies, the records of their organizations become important historical sources, presenting as in cross-section a picture of the life of the people, just as the government publications give an account of the activities of states. Consequently the Hoover War Library supplements its collection of official documents with a collection of the publications of the leading societies of every nation. Although over a thousand societies from a score of countries have sent their documents to Stanford, the work of gathering society publications is as yet only half accomplished.

It is especially important that no American society, however small, which was engaged during the war in any activity, political or charitable, should have its records lost. Persons who have such records in their possession can make sure of preserving them and of making them useful to scholars by depositing them in the Hoover War Library.

RECORDS OF INTERNATIONAL BODIES

Documents concerning the Washington Conference, the League of Nations, the Paris Peace Conference, and a number of other international bodies have been gathered with unusual care. During the Paris Conference Professor Adams called upon all the national delegations in order to secure from them copies of the documents they were using in presenting their claims. This collection of "Delegation Propaganda" numbers about two thousand titles.

MANUSCRIPTS

The manuscript collection of the Hoover Library has as its nucleus sixty-five thousand reports and communications bearing on conditions in Europe during the war and reconstruction period. This great file of reports is supplemented by copies of the private papers of men who were active in world affairs, so-called "personal memorabilia." Much of the material of the latter type which has been received or promised cannot now be described, but is locked away for a term of years in compliance with the donor's restrictions, faithfully kept whatever they may be. Nevertheless it is permissible to mention by way of illustration the personal memorabilia of President Masaryk of the Czecho-Slovak Republic, of Drs. Kramarc and Benes, who are important figures in the public life of contemporary Central Europe, and the papers of the late Count Stephen Tisza, who ruled Hungary during the war. Accessions to the collection of personal memorabilia are constantly being received, and many men have arranged to bequeath their diaries or correspondence to the Hoover War Library.

NEWSPAPERS AND PERIODICALS

In collecting newspapers the Hoover War Library has had to compromise between an appreciation of their importance and a necessary caution because of their bulk. The general policy has been to secure from each country a file of a newspaper that was in sympathy with the government and of two opposition papers, representing the Left and the Right respectively. The French, German, and Russian collections far exceed this norm; if fragmentary sets be counted the Russian lists include 150 newspapers.

BOOK AND PAMPHLET PURCHASES

The policy of the Hoover War Library in purchasing books and pamphlets differs from the policies of other War Libraries in that it is more international and less antiquarian in interest. Its aim has been to secure all works that have real historical value, in whatever language they may be written, wherever they may be published, and whether they appeared during the war or since. The French *Musée de la Guerre* began its career with the object of securing "everything published on the war during the war." Fortunately, it has since expanded that program. A number of national war libraries in Europe have a strictly limited objective, each one seeking to preserve the record of the part played by its own nation in the war. The British *Imperial War Museum* was not created as a center of

research but rather a center in which there could be assembled the things which the British people would regard as mementos of their part in the conflict. Since the Hoover Library evaluates materials from the standpoint of their usefulness in research, many types of material which other War Libraries place in the front rank of interest are here relegated to a place of less importance. The rare book is not prized because of its rarity; posters are not purchased because they look interesting in a show case.

In carrying out the book-purchase program of the Hoover Library, the aid of several eminent European scholars has been enlisted, notably of Professor Hanotaux in Paris, Pribram in Vienna, Hirn in Helsingfors, Pokrovsky in Petrograd, Stephanove in Sofia, and the Hon. Nelson Gay in Italy. The Library is at present extending and improving its system of using expert advice in the acquisition of books.

The extent of the book and pamphlet collection is shown by the following figures (approximate):

Works in the French language	10,000
Works in the English language	9,000
Works in the German language	7,000
Works in the Russian language	12,000
Works in the Hungarian language	1,500
Works in the Italian language	1,500
Works in other languages	4,000

SPECIAL COLLECTIONS

In addition to the main divisions into which the Library is classified, certain special collections have been kept intact. Most important among these are the Library of A. H. Fried, the distinguished international jurist of Vienna, and the Library of the British Ministry of Information. The last named consists of the propaganda material, pro-British and anti-British, which was actually used in directing British propaganda activities all over the world. This Library came to Stanford as a gift of the British Government.

The Hoover War Library, viewed as a whole, can be described as an international archive, comparable in importance to the archives of a great state, combined with a library of books selected by scholars for the use of scholars. It constitutes, as Professor Haskins of Harvard declared to the American Historical Association at New Haven, a most convincing illustration of the ability of American scholars to overcome the material obstacles to research in European fields; it is one of the significant achievements of American universities in the past decade.